

ABSTRACT

DEVELOPING ONLINE READING AND DISCUSSION BOARDS AS PRE-WRITING ACTIVITIES TO IMPROVE STUDENTS' WRITING ACHIEVEMENT

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This research was conducted to find out whether online reading and discussion boards on facebook as pre-writing activities can improve writing quality better than pre-writing activity through printed reading, what aspects of writing are significantly improved, and the students' perception of ORDB on Facebook as pre-writing activities .

This research is designed on a combination of quantitative and qualitative research. In quantitative design, control group pre-test and post-test design was conducted to support the findings in writing performance after the treatment. In qualitative design, questionnaire was conducted to see students' perception of ORDB on facebook as pre-writing activities. The subjects, who were chosen by simple random probability sampling, were the third semester students of college students in writing class. They were divided into two groups, the experimental group and control group, each consists of 17 students.

The result of the data analysis showed students' writing performance were promoted as the value of two tailed significance of the tests between experimental and control group was less than 0.05. In this case, the value of two-tailed significance was 0.000. Based on the aspects of writing which are significantly improved, ORDB on facebook as pre-writing activities promoted their writing performance mainly in vocabulary. Students improved their vocabulary with gain 1.62 (8.1%) with pre-writing through printed reading and 3.06 (15.3%) with ORDB. The result showed the difference of both pre-writing.

Based on questionnaire, the most enjoyment on improving their writing is feeling encouraged by friends "liking" the ideas and comments, with the mean score of 3.2353. Besides that, for the problems, students initially found it the highest mean score of 3.1765 for the problem that facebook creates bad habits of relying on the

online correction tools (vocab and spelling) and it creates habit of using too many short forms in writing (students use informal English leads to grammar mistake). It was noted that this way of social interaction may also lead the students to be more comfortable in providing comments and increase their motivation and participation in writing.

Finally, it could be concluded that the students' active engagement in ORDB on facebook as pre-writing activities could improve students' writing performance.